August 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results.* The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results.* The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education

Maine High School Assessment

SAU High School Report

Test Date: May 2009
Code: 1197
SAU: MSAD 03

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

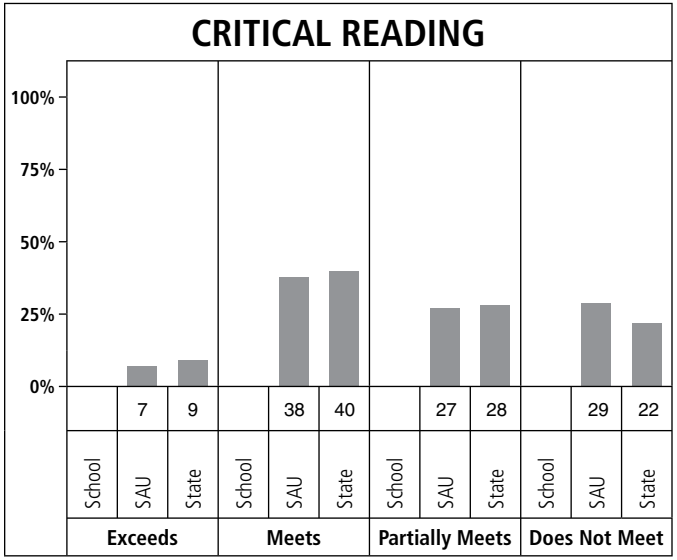
Maine High School Assessment

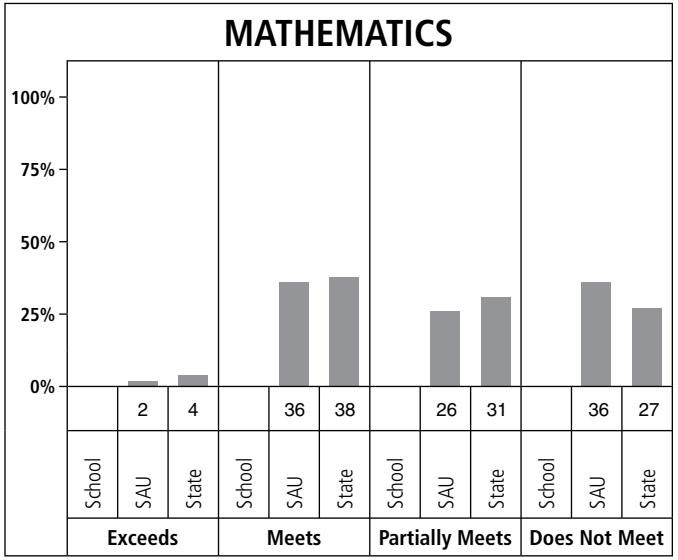
SUMMARY OF SCORES

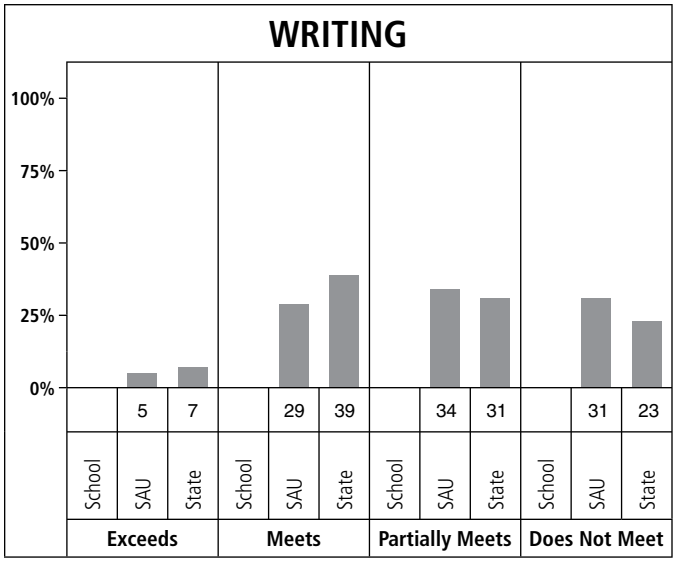
Test Date: May 2009
SAU: MSAD 03

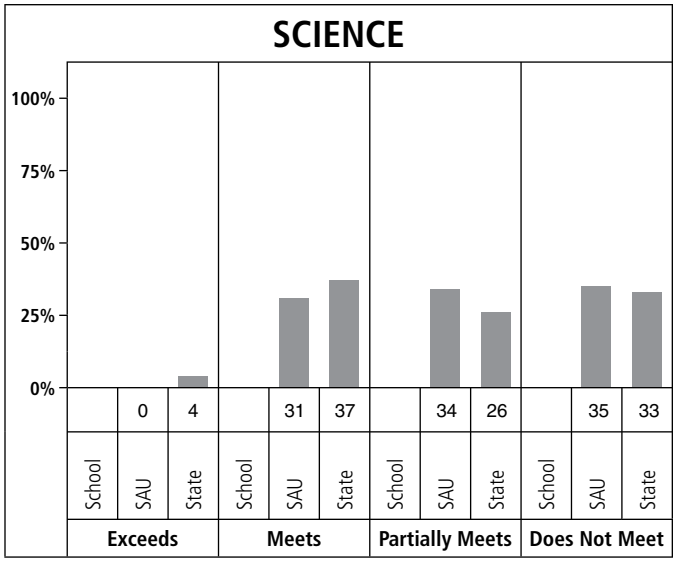
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2006–2007		1137	1141
2007–2008		1135	1141
2008–2009		**1138**	**1141**
Cum Average*		1137	1141
Mathematics			
2006–2007		1138	1140
2007–2008		1137	1141
2008–2009		**1139**	**1141**
Cum Average*		1138	1141
Writing			
2006–2007		1138	1141
2007–2008		1135	1140
2008–2009		**1136**	**1140**
Cum Average*		1136	1140
Science			
2008–2009**		**1138**	**1140**









*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.
**Because science standards were reset in May 2009, no historical data are available.

Maine High School Assessment

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009
SAU: MSAD 03

CATEGORY OF PARTICIPATION

Enrollment[1] during testing window

CATEGORY OF PARTICIPATION	School N	School %	SAU N	SAU %	State N	State %
Total number of students			126	100	15632	100
Ethnicity African American/Black			1	1	341	2
American Indian or Native Alaskan			0	0	111	1
Asian or Pacific Islander			1	1	241	2
Hispanic			2	2	166	1
Caucasian/White			122	97	14773	95
Not Reported			0	0	0	0
Identified disability			28	22	2327	15
Current LEP			1	1	262	2
Economically disadvantaged			79	63	4634	30
Migrant			0	0	5	0

CONTENT AREA PARTICIPATION[2]

	Critical Reading						Mathematics					
	School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students			121	98	14928	96			124	100	15274	98
Ethnicity African American/Black			1	100	310	91			1	100	322	95
American Indian or Native Alaskan			0	0	101	91			0	0	107	96
Asian or Pacific Islander			1	100	221	92			1	100	229	95
Hispanic			2	100	156	94			2	100	162	98
Caucasian/White			117	98	14140	96			120	100	14454	98
Not Reported			0	0	0	0			0	0	0	0
Identified disability			26	96	2108	91			27	100	2200	95
Current LEP			1	100	232	89			1	100	246	94
Economically disadvantaged			75	96	4263	92			78	100	4451	96
Migrant			0	0	4	80			0	0	5	100

	Writing						Science					
	School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students			120	97	14926	96			124	100	15079	97
Ethnicity African American/Black			1	100	309	91			1	100	317	93
American Indian or Native Alaskan			0	0	101	91			0	0	103	93
Asian or Pacific Islander			1	100	221	92			1	100	227	94
Hispanic			2	100	156	94			2	100	155	93
Caucasian/White			116	97	14139	96			120	100	14277	97
Not Reported			0	0	0	0			0	0	0	0
Identified disability			25	93	2099	91			27	100	2140	92
Current LEP			1	100	231	88			1	100	240	92
Economically disadvantaged			74	95	4262	92			78	100	4383	95
Migrant			0	0	4	80			0	0	5	100

MODE OF PARTICIPATION[3]

MODE OF PARTICIPATION	Critical Reading School N	Critical Reading School %	Critical Reading SAU N	Critical Reading SAU %	Critical Reading State N	Critical Reading State %	Mathematics School N	Mathematics School %	Mathematics SAU N	Mathematics SAU %	Mathematics State N	Mathematics State %
Participation without accommodations			98	78	13079	84			101	80	13417	86
Identified disability (PET/IEP)			8	8	727	6			9	9	814	6
LEP			1	1	170	1			1	1	181	1
504 plan			0	0	238	2			0	0	245	2
Participation with accommodations			23	18	1626	10			23	18	1636	10
Identified disability (PET/IEP)			18	78	1158	71			18	78	1165	71
LEP			0	0	56	3			0	0	59	4
504 plan			1	4	79	5			1	4	79	5
Other			5	22	360	22			5	22	360	22
Participation through alternate assessment (PAAP)			0	0	223	1			0	0	221	1
Identified disability (PET/IEP)			0	0	223	100			0	0	221	100
LEP			0	0	6	3			0	0	6	3
504 plan			0	0	0	0			0	0	0	0
Approved non-participation in reading – 1st year LEP			0	0	0	0						
Approved non-participation – special consideration			2	2	24	0			2	2	34	0
Non-participation – other			3	2	680	4			0	0	324	2

MODE OF PARTICIPATION	Writing School N	Writing School %	Writing SAU N	Writing SAU %	Writing State N	Writing State %	Science School N	Science School %	Science SAU N	Science SAU %	Science State N	Science State %
Participation without accommodations			98	78	13084	84			101	80	13288	85
Identified disability (PET/IEP)			8	8	725	6			9	9	802	6
LEP			1	1	170	1			1	1	177	1
504 plan			0	0	238	2			0	0	241	2
Participation with accommodations			22	17	1624	10			23	18	1579	10
Identified disability (PET/IEP)			17	77	1156	71			18	78	1126	71
LEP			0	0	55	3			0	0	57	4
504 plan			1	5	80	5			1	4	77	5
Other			5	23	360	22			5	22	345	22
Participation through alternate assessment (PAAP)			0	0	218	1			0	0	212	1
Identified disability (PET/IEP)			0	0	218	100			0	0	212	100
LEP			0	0	6	3			0	0	6	3
504 plan			0	0	0	0			0	0	0	0
Approved non-participation in reading – 1st year LEP												
Approved non-participation – special consideration			2	2	24	0			2	2	26	0
Non-participation – other			4	3	682	4			0	0	527	3

[1]Percents are the percentage of students enrolled in each participation category.
[2]Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
[3]Percents are the percentage of students in each content area by mode.

Maine High School Assessment

CRITICAL READING RESULTS

Test Date: May 2009
SAU: MSAD 03

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007			10	8	1168	8
	2007-2008			2	2	1184	8
	2008-2009			**8**	**7**	**1339**	**9**
	Cum. Total*			20	6	3691	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007			30	25	5714	38
	2007-2008			32	31	5885	40
	2008-2009			**45**	**38**	**5897**	**40**
	Cum. Total*			107	31	17496	40
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007			44	37	4728	31
	2007-2008			33	32	4093	28
	2008-2009			**32**	**27**	**4169**	**28**
	Cum. Total*			109	32	12990	29
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007			35	29	3444	23
	2007-2008			35	34	3417	23
	2008-2009			**35**	**29**	**3255**	**22**
	Cum. Total*			105	31	10116	23

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

Maine High School Assessment

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: MSAD 03

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											120	7	38	27	29	1138	14660	9	40	28	22	1141
Ethnicity																						
African American/Black											1						303	3	23	27	47	1133
American Indian or Native Alaskan											0						100	5	27	30	38	1135
Asian or Pacific Islander											1						219	11	34	28	26	1141
Hispanic											2						151	3	34	33	30	1137
Caucasian/White											116	7	38	28	28	1138	13887	9	41	28	21	1141
Not Reported											0						0					
Identified disability																						
Yes											25	0	12	24	64	1124	1865	1	11	24	64	1127
No											95	8	44	27	20	1141	12795	10	45	29	16	1143
Current LEP																						
Yes											1						225	0	9	22	68	1126
No											119	7	38	27	29	1138	14435	9	41	29	21	1141
Economically disadvantaged																						
Yes											74	1	32	30	36	1134	4120	3	30	32	35	1136
No											46	15	46	22	17	1144	10540	11	44	27	17	1143
Migrant																						
Yes											0						3					
No											120	7	38	27	29	1138	14657	9	40	28	22	1141
Gender																						
Female											52	10	38	27	25	1140	7098	10	43	29	18	1142
Male											68	4	37	26	32	1136	7562	9	37	28	26	1140
Not Reported											0						0					
Title 1A targeted program																						
Yes											5	0	0	0	100	1122	291	3	28	28	41	1135
No											115	7	39	28	26	1138	14369	9	40	28	22	1141
Gifted/talented program																						
Yes											14	29	71	0	0	1157	520	52	45	3	1	1161
No											106	4	33	30	33	1135	14140	8	40	29	23	1140

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

Maine High School Assessment

MATHEMATICS RESULTS

Test Date: May 2009
SAU: MSAD 03

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007			3	2	578	4
	2007-2008			0	0	637	4
	2008-2009			**3**	**2**	**596**	**4**
	Cum. Total*			6	2	1811	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007			31	26	5481	36
	2007-2008			34	33	5508	37
	2008-2009			**44**	**36**	**5674**	**38**
	Cum. Total*			109	31	16663	37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007			38	31	4754	31
	2007-2008			34	33	5065	34
	2008-2009			**32**	**26**	**4622**	**31**
	Cum. Total*			104	30	14441	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007			49	40	4607	30
	2007-2008			35	34	3660	25
	2008-2009			**44**	**36**	**4116**	**27**
	Cum. Total*			128	37	12383	27

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

Maine High School Assessment

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: MSAD 03

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											123	2	36	26	36	1139	15008	4	38	31	27	1141
Ethnicity																						
African American/Black											1						315	1	15	29	56	1134
American Indian or Native Alaskan											0						106	1	20	31	48	1134
Asian or Pacific Islander											1						227	11	41	28	21	1144
Hispanic											2						157	1	27	25	46	1136
Caucasian/White											119	3	35	27	35	1139	14203	4	39	31	27	1141
Not Reported											0						0					
Identified disability																						
Yes											26	0	0	15	85	1127	1959	0	7	19	73	1130
No											97	3	45	29	23	1143	13049	5	42	33	21	1142
Current LEP																						
Yes											1						239	0	14	24	62	1132
No											122	2	35	26	36	1139	14769	4	38	31	27	1141
Economically disadvantaged																						
Yes											77	3	25	26	47	1136	4306	1	24	33	42	1136
No											46	2	54	26	17	1144	10702	5	43	30	21	1142
Migrant																						
Yes											0						4					
No											123	2	36	26	36	1139	15004	4	38	31	27	1141
Gender																						
Female											53	0	34	28	38	1139	7248	3	38	33	27	1140
Male											70	4	37	24	34	1140	7760	5	38	29	28	1141
Not Reported											0						0					
Title 1A targeted program																						
Yes											5	0	0	40	60	1133	293	1	23	37	39	1137
No											118	3	37	25	35	1140	14715	4	38	31	27	1141
Gifted/talented program																						
Yes											14	21	71	7	0	1156	521	31	63	4	2	1157
No											109	0	31	28	40	1137	14487	3	37	32	28	1140

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

Maine High School Assessment

WRITING RESULTS

Test Date: May 2009
SAU: MSAD 03

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007			2	2	937	6
	2007-2008			5	5	962	7
	2008-2009			**6**	**5**	**1062**	**7**
	Cum. Total*			13	4	2961	7
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007			42	35	6167	41
	2007-2008			27	26	5564	38
	2008-2009			**35**	**29**	**5706**	**39**
	Cum. Total*			104	31	17437	39
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007			41	34	4723	31
	2007-2008			36	35	4679	32
	2008-2009			**41**	**34**	**4487**	**31**
	Cum. Total*			118	35	13889	31
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007			34	29	3227	21
	2007-2008			34	33	3376	23
	2008-2009			**37**	**31**	**3408**	**23**
	Cum. Total*			105	31	10011	23

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

Maine High School Assessment

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: MSAD 03

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											119	5	29	34	31	1136	14663	7	39	31	23	1140
Ethnicity																						
African American/Black											1						302	2	22	32	44	1133
American Indian or Native Alaskan											0						100	2	23	35	40	1134
Asian or Pacific Islander											1						219	10	37	27	26	1141
Hispanic											2						151	4	29	32	35	1135
Caucasian/White											115	5	30	36	30	1137	13891	7	40	31	23	1140
Not Reported											0						0					
Identified disability																						
Yes											24	0	4	13	83	1121	1861	0	8	21	71	1125
No											95	6	36	40	18	1140	12802	8	43	32	16	1142
Current LEP																						
Yes											1						224	0	8	28	64	1127
No											118	5	30	35	31	1136	14439	7	39	31	23	1140
Economically disadvantaged																						
Yes											73	3	23	34	40	1133	4121	2	27	33	38	1134
No											46	9	39	35	17	1142	10542	9	44	30	18	1142
Migrant																						
Yes											0						3					
No											119	5	29	34	31	1136	14660	7	39	31	23	1140
Gender																						
Female											52	6	33	44	17	1140	7103	9	43	31	17	1143
Male											67	4	27	27	42	1134	7560	6	35	30	30	1138
Not Reported											0						0					
Title 1A targeted program																						
Yes											5	0	0	40	60	1124	291	3	25	36	35	1135
No											114	5	31	34	30	1137	14372	7	39	30	23	1140
Gifted/talented program																						
Yes											14	21	71	7	0	1156	520	43	52	3	1	1159
No											105	3	24	38	35	1134	14143	6	38	32	24	1139

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

Maine High School Assessment

SCIENCE RESULTS

Test Date: May 2009
SAU: MSAD 03

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)	**2008-2009***			**0**	**0**	**602**	**4**
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)	**2008-2009***			**38**	**31**	**5431**	**37**
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)	**2008-2009***			**42**	**34**	**3876**	**26**
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)	**2008-2009***			**44**	**35**	**4958**	**33**

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	**56**	**100**			20.50	36.6	22.76	40.6
D. The Physical Setting	**34**	**61**			12.42	36.5	13.63	40.1
D1/D2 Earth/Space	**14**	**25**			5.62	40.1	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	**20**	**36**			6.81	34.1	7.58	37.9
E. The Living Environment	**22**	**39**			8.08	36.7	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard D. The Physical Setting
- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

Content Standard E. The Living Environment
- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

*Because new achievement level standards were set in May 2009 for the MHSA science test, historical data are not available.

Maine High School Assessment

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: MSAD 03

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											124	0	31	34	35	1138	14867	4	37	26	33	1140
Ethnicity																						
African American/Black											1						311	1	18	20	61	1133
American Indian or Native Alaskan											0						102	1	19	30	50	1135
Asian or Pacific Islander											1						225	5	40	20	36	1141
Hispanic											2						152	2	23	18	57	1136
Caucasian/White											120	0	31	34	35	1138	14077	4	37	26	32	1141
Not Reported											0						0					
Identified disability																						
Yes											27	0	0	37	63	1130	1928	0	9	18	72	1131
No											97	0	39	33	28	1140	12939	5	41	27	28	1142
Current LEP																						
Yes											1						234	0	10	11	79	1129
No											123	0	31	34	35	1138	14633	4	37	26	33	1140
Economically disadvantaged																						
Yes											78	0	21	37	42	1136	4264	2	24	26	47	1136
No											46	0	48	28	24	1142	10603	5	41	26	28	1142
Migrant																						
Yes											0						4					
No											124	0	31	34	35	1138	14863	4	37	26	33	1140
Gender																						
Female											54	0	28	33	39	1137	7179	2	32	29	37	1139
Male											70	0	33	34	33	1139	7688	6	40	23	30	1142
Not Reported											0						0					
Title 1A targeted program																						
Yes											5	0	0	0	100	1125	287	2	23	26	49	1136
No											119	0	32	35	33	1138	14580	4	37	26	33	1140
Gifted/talented program																						
Yes											14	0	93	7	0	1152	517	28	65	6	1	1156
No											110	0	23	37	40	1136	14350	3	35	27	35	1140

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